COUNSELOR

SUMMATIVE EVALUATION

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| Counselor: |  |  | Assignment: |  |
| Employee ID #: |  |  | Date: |  |
| School: |  |  | School Year: |  |

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| SUMMATIVE EVALUATION PRE-CONFERENCE  To be completed before employee conference | | | | | |
| **1** | Review of observation data  No  Yes | | Optional Comments: | | |
| **2** | Review of survey data  No  Yes | | Optional Comments: | | |
| **3** | Review of applicable student data  No  Yes | | Optional Comments: | | |
| PLAN | | | | | |
| **4** | (P.1) Creates and implements a vision and goals for counseling in collaboration with school and district administrators | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **5** | (P.2) Analyzes and uses ongoing data to create programs and activities that meet the individual needs of all students | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **6** | (P.3) Designs guidance curriculum aligned with content standards identified in the Utah Model Comprehensive Counseling and Guidance Program and DESK | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **7** | (P.4) Plans, prioritizes, and balances work tasks to devote a majority of time to direct services to students | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **8** | (P.5) Ensures services are available to address identified needs, immediate concerns, and crises | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| TEACH & GUIDE | | | | | |
| **9** | (T.1) Partners with classroom teachers to plan and deliver curriculum based on the needs of the students | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **10** | (T.2) Facilitates personal development and college/career readiness for all students in a variety of venuesincluding large group, small group, and one on one | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **11** | (T.3) Proactively acquires and provides information and resources in multiple ways based on individual student and school community needs | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **12** | (T.4) Engages learners through effective instructional strategies | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| CHECK | | | | | |
| **13** | (C.1) Implements follow-up procedures and uses feedback to make adjustments to guidance curriculum, resources, or support | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **14** | (C.2) Tracks student progress and provides specific, timely, and ongoing information to students and parents | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **15** | (C.3) Collects a variety of data to assess student, school, and community needs | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| ENVIRONMENT | | | | | |
| **16** | (E.1) Fosters a safe environment where counselors, staff, and students are positive and respectful | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **17** | (E.2) Knowsstudents as individuals and responds to their diverse needs | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **18** | (E.3) Demonstrates caring and understanding within an environment of high expectations | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **19** | (E.4) Creates an inviting and productive environment through effective organization | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| PROFESSIONALISM | | | | | |
| **20** | (PRO.1) Engages in self-reflection and professional learning for continuous growth and expertise | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **21** | (PRO.2) Collaborates and cultivates productive relationships with staff, students, parents, administrators, and communityto improve learning | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **22** | (PRO.3) Approaches challenges and changes positively in a problem-solving manner | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| **23** | Adheres to all school, district, and state policies and procedures with consistency. | | | |
|  | No (comments required)  Yes (comments optional) | | Comments: | |
| **24** | Commendations, Recommendations, Other: | | | |
| SUMMATIVE EVALUATION CONFERENCE  To be completed with employee | | | | | |
| PROFESSIONAL GROWTH PLAN: | | | | |
| **25** | Educator has reviewed stakeholder feedback, and has responded by making adjustments as needed. | | | |
|  | Did not review  Reviewed, but did not make adjustments to practice  Reviewed, and made adjustments to practice  Reviewed, scores indicated changes were not needed | | Optional Comments: | |
| **26** | Professional Development Review  Complete | | Optional Comments: | |
| **27** | Professional Contributions (please list)  Complete | | List: | |
| **28** | (PRO.4) Makes professional contributions to school, district, and school community | | | | |
|  | Ineffective  Moderately Effective  Effective  Highly Effective | | Optional Comments: | | |
| REVIEW OF GOALS | | | | |
| **Performance Goal #1** | | No progress toward goal | Progress made toward goal | Met goal |
| **Academic Goal #2** | | No progress toward goal | Progress made toward goal | Met goal |
| **Academic Goal #3** | | No progress toward goal | Progress made toward goal | Met goal |

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| *Counselor Signature* | *Date* |  | *Supervisor Signature* | *Date* |